



A Schoolyard Safari

The *Handbook to Schoolyard Plants and Animals of North Central Florida* and the *Schoolyard Wildlife Activity Guide* are your guides to investigating common, local plants and animals right outside the classroom. Take a moment now to carefully review these materials and answer the following questions.

Exploring the *Handbook to Schoolyard Plants and Animals of North Central Florida*

1. Find the introduction on page 2 and read about the **Target Audience** and **Geographic Area** covered for this Handbook.
Target audience is people who work with elementary school children and geographic area is most useful for north-central Florida
2. Using the **Table of Contents** find and read **Getting Started**. What three characteristics are common to all of the organisms in the Handbook? *Page 3*
 1. *Commonly encountered in or near schoolyard*
 2. *Easily observed, interesting ecological or behavioral features*
 3. *Suitable for non-destructive manipulation and observation by children.*
3. Go to the section titled "**Background to Modern Natural History of North Central Florida**" and list the six major habitats described in the Handbook.
 1. *Sand Pine Scrub*
 2. *Longleaf Pine and Turkey Oak Sandhill*
 3. *Slash Pine Flatwoods*
 4. *Hammock*
 5. *Cypress Swamp*
 6. *Prairie*
4. List the four major **Groups of Animals and Plants** covered by the Handbook. (Hint: start on page 9)
 1. *Plants and their relatives*
 2. *Animals with backbones*
 3. *Animals without backbones and with six legs*
 4. *Animals without backbones other than 6 legs*
5. By using the **Index**, find the section on the **Cloudless Sulphur Butterfly** and list the five sub-sections under this animal entry.
 1. *Description*
 2. *Natural History*
 3. *Interactions*
 4. *How to find them*
 5. *Activities**Note: These are consistent for all entries.*
6. Go to the **Introduction** section for **Butterflies and Moths**. Look under **Interactions** and name one way that plants defend against caterpillar munching.
Poison, stinging hairs or spines, mimicry
7. Use the **Glossary**, beginning on page 108, define the term Thallus:
Body of a plant that lacks distinct stem, root and leaf, such as liverwort
8. List the three field guide series covered in the **Bibliography** on pages 113-115.
 1. *Golden Nature Guide*
 2. *Golden Field Guide*
 3. *Peterson Field Guide*
9. On page 3 read about the **Role of the Handbook**. What is the name of the complementary book, which contains activities, correlated to the Handbook and the Sunshine State Standards?
Schoolyard Wildlife Activity Guide
10. Be sure to read the **Precautions** section on page 5 before taking your students on an outside investigation. Have fun!

Continued on Back

Exploring The Schoolyard Wildlife Activity Guide

1. Each lesson/activity in the Schoolyard Wildlife Activity Guide is cross-referenced to six items. List them here.
 1. *Curriculum framework topic*
 2. *Entries found in the handbook*
 3. *Grade Level*
 4. *Learning Style*
 5. *Academic Ability Level*
 6. *Science Process Skill*
2. Find and review the **Curriculum Framework**. List the three major categories of concepts covered in the Activity Guide.
 1. *Organisms and environments*
 2. *Interactions between organisms*
 3. *Communities*
3. Turn to the lesson *Web Weavers*. First, read the entire activity, and then do the following:
 - A. Find the section on Spiders in the Handbook and list three different kinds of spiders you might discover by doing this activity.
 1. *Banana Spider*
 2. *Thorn Spider*
 3. *Crab Spider*
 4. *Wolf Spider*
 5. *Jumping Spider*
 6. *Orchard Spider*
 - B. *Web Weavers* is well suited for _____ learners. (*Visual*, Auditory, Kinesthetic)
 - C. The basic **Science Process Skills** used in *Web Weavers* are:
 1. *Observation*
 2. *Communication*
 3. *Classification*
 4. *Measurement*
 5. *Inference*
 - D. The **Behavioral Objectives** students will achieve in *Web Weavers* are:
 1. *Observe and describe the different orientations, placements and sizes of spider webs in plants.*
 2. *Make inferences regarding the influence of web orientation, placement and size on spider survival.*
 3. *Explain how humans directly influence survival*
 - E. List the essential materials needed to conduct "Web Weavers".
Web Weavers worksheet, clipboard, meter stick or ruler and hand lenses
 - F. State the **Key Question** investigated in the activity *Web Weavers*.
Where do spider build their web and why?

